**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 4.7 Understanding Factors 4** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: Fray Model paper, unifix cubes | factor pair, divisible |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Problem of the day: 4-7*  *Review What they know about Dividing whole numbers.*  *Ask students “What are the vocabulary words used in Division problems”* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Cumulative Review – Ask students, “What is a Factor?” Write answer in journal and share answers with class. 2. Cumulative Review - Ask students, “Show me an example of a dividend, divisor and quotient in a division problem.” Write answer in journal and call on students to show their examples on the board in the front of the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Introduce (with Frayer model) “Divisible and Factor Pair” Teacher will complete a form using the document camera with students following along and giving input. * Using unifix cubes (24) have students put cubes together in different groups (arrays). Compare and discuss as a class the different ways to group numbers to make 24. * Working together, use the chart on p. 102 to document your information in your math journal. (Make a blank chart and fill it in.) * Ask students, “How did you know this? Show me? When would you use this Math?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * *Guided practice 1-4, p. 103 whole class (using white boards)* * *Guided practice 7-12 p. 103 partners and share results with class* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Independent practice-worksheet practice 4-7. Have students complete and turn in. * Use this time to walk around and monitor students and answer questions as needed. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * 5 question quiz the following day for that days anticipatory set. * Write the following numbers on the board 12, 45, 45, 49, 25 and have students write the factors for each number. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  For fast finishers, have unifix cubes on a table with a variety of numbers for them to group into different pairs. | |
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| **HOMEWORK** | |
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